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This interim report (written four weeks after the program had begun operation) of the University of Connecticut's Model Program for Improving the Education of Preservice and Inservice Teachers of Elementary, Secondary, and Exceptional Children in Metropolitan Areas (Groton and New London, Connecticut) describes the procedures to date (staffing, housing, testing, operation of the educational program, and the inservice program for public school personnel), evaluation (including student, cooperating inservice personnel, and outside evaluations), and anticipated modifications. Special features of the program include using community members as lecturers to interact with the students and serve as liaison with local minority groups, having students live together at a location within the urban community, and coordinating the preservice education program with an inservice program for public school personnel. Included in this report are two outside evaluations (primarily descriptive) of the program which were written by Raymond Budde, University of Maine, and Maureen Lapan, Rhode Island College. Appended is a daily activities log prepared by a student in the preservice teacher education part of the program. (This program was the winner of the 1969 American Association of Colleges for Teacher Education Distinguished Achievement Award.) (SG)

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INTERIM REPORT

A MODEL PROGRAM FOR IMPROVING THE EDUCATION OF PRESERVICE AND INSERVICE TEACHERS OF ELEMENTARY, SECONDARY AND EXCEPTIONAL CHILDREN IN METROLOLITAN AREAS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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To

Dr. Louis Rabineau

Associate Director

Commission for Higher Education

University of Connecticut

School of Education

October, 1968

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INTERIM REPORT

A MODEL PROGRAM FOR IMPROVING THE EDUCATION OF PRESERVICE AND INSERVICE TEACHERS OF ELEMENTARY, SECONDARY AND EXCEPTIONAL CHILDREN IN METROPOLITAN AREAS

Introduction

It is extremely difficult to get an accurate assessment of professional growth for the students, inservice public school educators, and the University personnel involved, due to the fact that at the time of this report the program has been in operation only four weeks. It is not too early, however, to recognize both the challenges and the rewards of this cooperative effort to educate teachers for the metropolitan areas.

The report consists of the following parts:

1. Procedures to date
2. Evaluation
    a. Student Evaluation
    b. Cooperating In-Service Personnel Evaluation
    c. Outside Evaluation
3. A Forward Look
4. An Appendix showing a day-by-day log of activities

Procedures to Date

Staffing

The Director of the program, Dr. Colvin Ross, brings to the program a broad background in urban teacher education and supervision of students in the field. His previous experiences in the inner city Chicago Public Schools with Northern Illinois University student teachers, proved to be very helpful. The five professional education methods instructors have given generously of their time, even prior to the beginning of the semester.

One of the important features of the program is the utilization of community

persons, lecturers, to interact with the students and serve as liasion with the local minority groups. These lecturers, Mrs. Arnita Wells and Miss Beverly Hicks, have proven already to be extremely valuable to increasing understandings. These understandings are not limited to the students, but are extended to University personnel as well.

Housing

A three-story home with fourteen rooms was located in New London at 29 Brainard Street. The home was formerly occupied by a religious order who were instructors in St. Bernard High School for Girls in New London. The home is in excellent condition and these students live there at no cost over and above what they would normally have to pay for university housing. The students make arrangements for their neals on an individual basis - some eating on location at 29 Brainard Street and others eating out at facilities which are conveniently available. Mr. and Mrs. Kevin Swick live at 29 Brainard Street and serve as resident advisors. The living room was converted to a seminar room and the dining room became a library. We have approximately five hundred volumes of pertinent and current information on urban education. The live-in aspect of the program has been viewed as very meaningful (see section in student evaluation.) The students have commented to the effect that it is good for the elementary people to become acquainted with secondary education people and vice-versa. In the spring we will also have additional students in residence who are in the field of special education, thus adding another dimension to the interaction.

Testing

During the first week of the program four evaluative instruments were administered to the group: (a) The Stearns Activities Index (b) The Personality Interest Inventory 16PF Form A (c) The Purdue Teacher Opinionnaire (d) The fourth was an educational Philosophical Inventory. The third week we administered the Student Teacher Opionionnaire on Culturally Disadvantaged Children. In the second week of January, these five batteries of tests will be administered again. The data will be analyzed to determine the statistical significance of any changes

which may occur.

Operation of the Educational Program

It was our intent that the major emphasis during the first half of the urban semester should be on the developing of new insights and understandings of urban education and developing an awareness of the needs of the minority groups in the urban areas. After the first week of observation and orientation in the public schools, the students were involved in the community through the Learned House, a social agency community home, financed by private sources as well as The United Fund. As noted in the Appendix, eighty percent of the students participating in the program are actively involved with at least one child from one session to four sessions per week in a tutorial situation, on a voluntary basis. Also, the Appendix shows a day by day summary of activities in which the students are participating in the community and thereby becoming familiar with the unique needs of the urban community.

Inservice program for public school personnel

At the beginning of the second week, Dr. Odvard Dyrli initiated a program in elementary science education in the Groton public schools. Mr. Harry Day, Principal, of Claude Chester Elementary School, has made it possible for his team leaders of the various levels in the school to observe and participate in the science education program using the Science Curr. Improvement Study material and two other programs, Amer. Assoc. for Advancement of Science and Elementary Science Study. Dr. Thomas Goodkind at thefourth week, was initiating a program developing materials for the teaching of social studies in cooperation with the Claude Chester School in the field of social studies. Miss Julie Carlson had at the end of the third week the elementary students in the field of language arts actively participating in story-telling in Saltonstall Elementary School in New London and the school personnel were invited to see the developing of story-telling techniques.

Inservice interaction between the public school personnel and the University personnel has not developed as the leaders in the project would like to see.

Additional effort will have to be invested, particularly at the secondary level, to effect this interaction.

The cooperation of the Groton and New London Public School Systems has been excellent in supplying personnel to conduct weekly group seminars. This becomes evident in the Appendix which gives the daily log of Activities.

Evaluation

The program has been evaluated continuously with interaction and feedback between all elements of the program. A more formal procedure has also been established. This includes outside evaluators, student evaluation, cooperating public school personnel and the University staff. The Dean of the School of Education has met with the Superintendents of the Districts.

Already we have tangible evidence of the value of the program. For instance, one student teacher who graduates in January 1969 has applied to teach in Claude Chester School in Groton. One student teacher will direct the Senior play as a part-time staff member in Groton Senior High beginning immediately.

In addition, volunteer activities have been happening, such as: special tutoring, music lessons, story telling at Learned House, video-taping stories, and special tutoring of a student with a foreign background.

Participating Student Evaluation

Again, the short amount of time was pointed out as a problem in assessing their experiences accurately. The students were asked to rate eight dimensions of the program on a five point scale. Five was designated as superior. The scores are shown on the basis of 100 being perfact, 50 being average and 0, of course, being poor.

Table 1 - Rating of Program Dimensions by Students

Program Dimension Rated	Score
1. Value of community experiences	81
2. Value of school experiences	87
3. Relevancy of on-location methods instruction	64

4. Relevancy of interaction with community representatives	75
5. Relevancy of interaction with "Lecturer"	78
6. Professional value of assigned school experiences	87
7. Value of the interaction of living together as a professional learning experience	84
8. Value of living in the community as a professional learning experience.	91

All scores are above average with the highest score being placed on the value of living in the community as a professional learning experience. This coincides with the importance placed on this dimension by the public school cooperating personnel. The lower score relative to the relevancy of the methods instruction was expected in that this assessment came too early for the students to have experienced the application of the methods.

The students were given an open-ended question as to the strengths of the program. Generally the statements included the importance of the interaction with the community Lecturers, and the opportunity to live and work in the community. Onepurpose of the program was realized by one student when she stated, "I was made to stop and think about previous misconceptions." Several made similar comments about having new perceptions about the "disadvantaged."

Cooperating Staff Evaluation

The cooperating staff of the Groton and the New London schools were interviewed to determine (1) the benefits this program offers that the traditional program does not offer; (2) the advantages to the school system as a result of this program; and (3) suggestions for improvement of the program.

The results of the interviews were encouraging. The main points emphasized were as follows:

Advantages to Students

1. Opportunity to become a working member of a team of teachers and see a different-from-traditional organization of children and staff.
2. Face-to-face involvement with the community as it really is.

Advantages to Cooperating Systems

1. Additional professional help in teams.

2. Students bring new ideas concerning program and method.

3. Children benefit by additional individual attention provided by pre-service teachers.

Suggested Improvements

1. Increase amount of weekly orientation time in the classrooms.

2. Closely tied with the above would be to focus the methods courses on the "live" situation earlier.

A major advantage to sudents and to one of the school district was the students' involvement in curriculum. This is particularly true in the non-graded, team teaching situation. Here the curriculum is reviewed and adjusted continuously which provides a live working situation for the student as well as extra perceptions and contributions for the regular school team.

Outside Evaluation

This program is an exciting program to those involved in it. Therefore, to avoid the rose-colored view or over-reaction to a minor problem, it was considered appropriate to have persons not connected with the program or the University evaluate the situation. Dr. Raymond Budde, University of Maine, and Dr. Maueeen Lapan, Rhode Island College, consented to make a site visit and make a written evaluation of the program. Their reports follow:

Dr. Raymond Budde:

Activities of evaluator during visit: conferences with Dr. Thelbert Drake (Asst. Dean), Dr. Colvin Ross (Project Director), Mrs. Arnita Wells (Community Lecturer), and Dr. Maureen Lapan (Co-Evaluator of project); participation in seminar session with Dr. Ross and students; visits to schools to which two students were assigned (in New London); observation of students putting on a "story hour" for youngsters in the Learned Neighborhood Center; eveing meal with director and two students; observed "house meeting" of students conducted by Mr. Kevin Swick (Graduate Assistant); and question and answer session with students with Miss Hicks (Community Lecturer).

The project is well on its way in establishing a "more complete, relevant, and effective preparation program" for teachers desiring to prepare themselves for service in a metropolitan community. A number of important segments of the program are already in operation:

1. The "live-in" educational community for the students has been established at 29 Brainard Stl, New London. The house is an adequate, though not luxurious, facility. The role of resident advisor is being filled very effectively by Mr. Kevin Swick, with the assistance of Mrs. Swick.
2. Dr. Ross has achieved an excellent rapport with the students. They seem willing to participate in frank and honest discussion in seminar sessions with him. The livingroom of the house--though a bit small--provides a setting for give and take in discussion which would be difficult to achieve in a campus classroom.
3. Some constructive interactions with the community are taking place: sessions with the community lecturers, Mrs. Wells and Miss Hicks; storyhour and tutorial sessions at the Learned Neighborhood Center;

and participation in evening sessions with community improvement groups. Plans are being made for visits (perhaps as overnight guests) in neighborhood homes.

4. Methods professors from the university are becoming active in the program: Professor Carlson made a special trip to observe her students functioning in the neighborhood center program; Professor Dyrli had initiated an inservice program in new science materials for team leaders of the Groton Schools. (Others may be active but we were not able to assess this program completely because of lack of time.)

Involvement with the New London Schools is just beginning. (Dr. Ispan visited in Groton; I visited in New London.) The assistant superintendent has visited with the students in one seminar session. The students have been assigned to schools and have made initial contacts and observations. Full-time with the schools will start in mid-November. As yet no inservice programs have developed with New London teachers.

RECOMMENDATIONS

In view of budget limitations this year, it would seem wise to accept some priorities. The program logically divides itself into two phases: operations and research. Inasmuch as this program is a vital one with reference to the current scene--and is operational--the operational aspects should be given the bulk of the support available:

1. Additional kinds of interaction with the metropolitan community ought to be incorporated into the program: a visit to Harlem or Roxbury; give and take sessions with leaders from other metropolitan communities; and use of selected films and kinescopes might be helpful--the Public Television Lab put on some real in-depth programs in race relations which ought to be available for groups to use.
2. Some plan should be developed with the two school systems so that

there would be greater involvement of cooperating (and other) teachers in inservice education. It would seem like that this is a big reason--the major advantage--for the school systems participating in this program. Perhaps the school administrators are not aware of the variety of possibilities: use of micro-teaching; interaction analysis; role-playing and simulation techniques, etc.

3. An office for the project ought to be established at 29 Brainard Street. This ought to include secretarial assistance, phone, and work space for Dr. Ross.

4. Dr. Ross is in need of some flexibility with reference to unforseen, day-to-day expenses of the project. One observed example: he spent $4.50 of his own funds for magazines published for the Negro audience (Ebony, etc.). A small petty cash fund would be most helpful.

5. The research and evaluation responsibilities of the project, certainly, should be carried on--but additional resources should be included. A new research design ought to be set up now which takes into account the realities of the control and experimental groups of students and cooperating teachers and the longitudinal research dimension. All testing with the present group has to be completed by mid-January 1969. Analysis and interpretation can happen at a later date. There is enough data in this project for a number of disserations and independent study projects.

In conclusion, a most vital and a most necessary pregram of preservice and inservice education program for teachers for metropolitan areas has been started. This pattern might well be the model for all student-teaching and intern programs for the university in the future. This program should be continued and carried out over a number of years. Its full success will depend on a larger allocation of resources to it.

A Report of Visitation
to
A Model Program for Improving the Education of Pre-Service and In-Service Teaching of Elementary, Secondary and Exceptional Children in Metropolitan Areas

Groton and New London, Connecticut

Maureen T. Lapan, Ph.D.
Rhode Island College
Providence, Rhode Island

Since the Groton-New London Project did not become operative until September 16, a status report rather than an evaluation of the entire program seems most appropriate. Emphasis of the report will be placed upon the pre-service teacher education phase of the program since time and staff limitations has not allowed the institution of reciprocal arrangements with the public school systems and adequate preparation of a research design.

Of the nineteen undergraduate students participating in the New London-Groton project, eleven students are assigned to work with the New London schools -- six students at the elementary level and five at New London High School. Eight students are assigned to work with the Groton School System -- five students are assigned to the elementary level and three students are assigned to the senior high school. This report will concentrate on those phases of the program which operate cooperatively with the Groton School System.

This status report is based on findings ascertained during a visitation to the New London-Groton project on October 23, 1968. The observer participated in the following activities:

1. Participation in a two hour seminar at 29 Brainard St. which included most of the girls enrolled in the New London-Groton project, the project director and the community liaison person for the city of New London. The students participated in a seminar focusing on their reactions to a recent community meeting held in the Shaw Ave. neighborhood and on self-evaluation of their own progress.

2. Participation in interviews with a student enrolled in the elementary program in Groton, a Groton elementary school principal and an elementary cooperating teacher, a student teacher assigned to Fitch Senior High School and that student's cooperating teacher.

3. Observation of story-telling activities by the participants in the program at Learned House, a community center in the Shaw Ave. neighborhood.

The University of Connecticut, School of Education, should be congratulated upon the launching of a teacher-training program which is truly relevant to the needs of the developing professional. The concept of a professional semester which integrates the study of theory and its actual application in the setting of an actual community provides meaning that is lacking in many pre-service programs. The conditions have been created within the project center at 29 Brainard St. which permit the perspective teacher to view himself as a professional and to begin to define his role as teacher as it relates to the students, fellow staff members and to the community. The high level of morale among the project participants, as well as the project staff, bespeaks success, even in this very early stage of the project's development, in the achievement of the goal of developing teachers with a high level of expectation for their own performance and an enthusiasm and dedication to the task at hand.

Prior to the eight weeks of student teaching, which is incorporated into the program for elementary teachers, student teachers are provided a program including observation in the schools in which they are to undertake their student teaching. This observation includes the viewing of instruction by selected teachers and becoming acquainted with the entire operation of the school through observation of the various phases of activity within the school, e.g., health programs, guidance programs, and administrative activities. In addition, students attend seminars which treat problems and methods of teaching in social studies, language arts, and science. Elementary students enrolled in the project completed methods course in mathematics and reading prior to their leaving the main campus. Students in secondary education are provided a program similar to that of the elementary students. However, the only method course

which they pursue is a course in the problems of teaching English, the students' special area of concentration.

Both elementary and secondary students participate in a series of seminars which are offered during the evening hours in the living room at 29 Brainard St. School personnel and representatives of the community are brought to the project center so that students will have an opportunity to discuss with them their perception of the community's problems. Listed below are the names of some of the speakers who have visited the project center.

1. Mr. Bernie Batycki, City Manager, New London
2. Dr. Floyd Bass, University of Connecticut
3. Mr. Robert Williams, Thames Valley Council on Community Action
4. Mr. Michael Powers, Director, New London Pupil Personnel
5. Dr. Palmer, Principal, Fitch High School, Groton
6. Mrs. Webb, Neighborhood Worker Affiliated with Learned House
7. Mr. J. Donahue, Executive Director Legacy (Federally Supported Legal Aid Society)
8. Mr. Matthew Shaftner, Attorney, N.A.A.C.P.
9. Mr. Clarence Faulk, Vice-President, N.A.A.C.P., New London

It should be noted that most of the speakers have been drawn from the New London area rather than from the Groton area. New London, unlike Groton, has several well established community organizations which meet regularly and have operating programs. This is not the case in the Groton area. Students from both the Groton and New London phase of the program have undertaken a series of visitations to community groups. Listed below are some of the activities that these students have undertaken.

1. Learned House, Community House supported by private funds and the United Fund.
2. Two Meetings of the Cove Park Association (community organization)
3. Meeting Hempstead Advisory Council Committee of the A.M.E. Zion Church (Hempstead Neighborhood Committee)
4. University of Connecticut New Haven Project
5. Harlem Public Schools (Proposed)

In order to develop appropriate rapport with the community, the project has employed two community representatives -- one from the New London area and one from the Groton area. These women were recommended to the project by the local school departments. It is the function of these women to assist in the interpretation of the community to the students to help the students establish rapport with those persons in the community they have the opportunity to meet at the community centers. Students in both the New London and Groton phases of the project have participated in activities at Learned House, which is located in the Shaw Ave. neighborhood of New London.

During the morning seminar, the project participants revealed their enthusiasm for the project as they attempted to evaluate their visits to community meetings and school observation. Discussion indicated that the students had gained considerable insight into the behaviors of the individuals they had observed and into their own reactions to the experience. Considerable leadership was offered during this group session by the project director who provided some of the questions which the students used as the vehicle whereby they could probe their own reactions.

The community liaison person from New London attempted to interpret the behavior of New London community leaders to the students. These sessions appeared to have much value as they provide psychological support for prospective professionals who find themselves in a totally unfamiliar situation.

Participation in an informal question and answer session with the project participants revealed that none of the students in attendance had perceived themselves as possessing a firm commitment

and specific interest in the problems of urban education prior to their assignment to New London. They seemed, rather, to look upon the experience in New London as a means of seeking meaning in their own educational experience. The participants noted, however, that as a result of engaging in the activities associated with the project and residing in the New London center, they could identify a change in their own attitudes relative to minority groups. They seemed to have rapidly gained considerable sophistication about the management of community affairs -- economical, political, and educational.

The elementary and the secondary students with whom this observer had the opportunity to talk privately, demonstrated a sense of adventure as they discussed the various phases of the project. Although these students had not as yet undertaken the actual student teaching phase of the project, their study of the community and observation of the various activities within the schools, seems to have provided them a perspective on school and community which ordinarily does not develop among pre-service teachers until a much later stage of their development. Despite the fact that the students in Groton did not have the opportunity to become involved as closely with the community as those involved in the New London program, the New London experience does seem to have sensitized them to community and school problems. Their endorsement of the project was wholehearted, particularly as they had the opportunity to compare their experiences with student teachers in the more conventional programs.

The elementary school teacher and the high school teacher, as well as the administrator in the Groton School System, with whom I had the opportunity to speak, were unanimous in their endorsement

of the project. All three of these adults indicated that the concept of the professional semester in a residential setting seem more desirable than the conventional student teaching program at the University of Connecticut. All three also agreed that the methods seminars probably were more valuable to the student when held concurrently with his practice teaching than when they are completed prior to the students' acquiring any classroom experience.

The administrator in the Groton School System, as well as the cooperating teachers, welcome the University of Connecticut students most heartily. Not only do they view the incorporation of student teachers in their school staff as a necessary professional responsibility, but they also indicated that the presence of students with fresh ideas provides a source of stimulation to the established faculty.

Although the project proposal indicates the establishment of a kind of relationship with school systems which permits the development of joint programs with the University to provide quality in-service experiences for the professional staff as one of its long range activities, no evidence of such an undertaking can be identified in Groton. The school administrator indicates that Groton is interested in undertaking such a reciprocal arrangement with the University; however, since the project has been operative for so short a period, sufficient time has not elapsed to permit the staff members involved to develop the conditions whereby these mutual arrangements and programs may be undertaken.

The project proposal also indicates that some research activities should be related to the development of the project. Some pre-testing of project participants attitudes have already been undertaken. These

tests include the following:

1. Stern Activities Index
2. Personality Interest Inventory, 16 T.S. Form A
3. Purdue Teacher Opinionaire
4. Educational Philosophy Inventory

An attempt will be made to measure what change, if any, occurred in the project participants' attitudes as they relate to the data acquired on the tests listed above. Again, because of the limited time that the project has been in operation, no formal research design is currently available. If the research phase of the project is to be undertaken, it seems that additional staff would be required to assume this responsibility.

Recommendations and Commentary

Administrative Arrangements

Since the duties of the project director not only involve the usual administrative details and maintenance of liaison with the main University campus, but also those special responsibilities which grow out of the especially close relationship developed among the project participants and project staff members, the duties of the project director are particularly heavy. Not only is he called upon to conduct seminars, make arrangements to bring speakers to the Brainard St. Center, arrange for visits to community meetings and centers; he is also called upon to provide intensive personal counseling relative to each of the project participants' experiences in the community and in the schools. The family-like atmosphere that has developed at the center provides a fine environment for learning; however, it places responsibility upon the project director beyond the ordinary expectations.

The project director should have some special assistance

during the early part of the semester prior to the students' undertaking student teaching. Perhaps when the students are engaged in teaching on a full-time basis, some of the demands on the director will be less intense.

2. The establishment of a project office at 29 Brainard St. would considerably ease some of the problems of the director. The employment of a full-time secretary and the installation of a telephone for the use of the director and staff, would make it possible to the numerous administrative details involving two school systems and and the numerous community groups to be handled more efficiently.

3. The establishment of a director's discretionary fund would also fill an intensely-felt need. The director should have some cash on hand to handle those many needs which grow out of the participants living together away from the main campus. Funds should be provided for field trips, for students and staff, to travel to other metropolitan areas. It should also be pointed out that since the community liaison personnel are drawn from the economically disadvantaged community, it is necessary to provide them with cash for making telephone calls at pay stations and for bus fare and other incidentals which cannot be anticipated during the writing of a project proposal.

Coordination with School Departments

As has been pointed out previously in this report, the relations with the Groton School System are excellent. The Groton School System appears to be most pleased to participate in the program and to cooperate in every way possible. The development of a more mutually beneficial program, however, could be facilitated through developing the conditions whereby even closer relationships might be encouraged among the University staff, project participants, school administrators, and cooperating teachers. Perhaps a general orientation session might

be held at a dinner meeting for all of these groups. Since the cooperating teachers work most closely with the students at least two meetings in which cooperating teachers participate in seminars with members of the University staff, should be organized. It would seem advisable to make arrangements to provide stipends for the cooperating school teachers who attend these meetings since this activity is in addition to their usual classroom responsibilities.

Physical Facilities and Location

The house at 29 Brainard St. in New London appears to be adequate to house the project at this time. Should the number of students significantly increase, it would be almost impossible to conduct seminar sessions in the living room as is currently the practice. This meeting room is rather small, and students are somewhat crowded at this time.

Under ordinary circumstances it would appear to be unusual to utilize Groton, Connecticut as part of a program which is metropolitan in its orientation. However, Groton, when viewed as a part of the Groton-New London metropolitan area, does become a defensible location. The tie with New London provides the students with a broad range of activities and, in particular, experience with community groups which would not be available were Groton the only area in which the program operated. Groton does have a significant disadvantaged population. The elementary school utilized by the program reported that forty per cent of its student population fall within this category. Groton does present many of the problems characteristic of metropolitan areas although the community lacks the organization of more urbanized areas. The Groton area is similar to many population centers found throughout New England and when viewed in relation to New London provides an adequate area for the

experimentation and development of the metropolitan program.

Selection of Students

The students involved in the secondary school stage of the Groton-New London project volunteered for participation in the program. The students assigned to the elementary school indicated that the participation in the project was a result of their assignment to the project rather than their specific choice. The students indicated that they are pleased with the outcome of their assignment to the project. Although they admit to having had some doubts about participation in the project because of its newness, they felt, even after so short a period of operation, that the benefits they had already derived were much greater than they could have anticipated. On the basis of the students commentary and upon observation of the operation of the program, it would seem that assignment of a majority of the students in the teacher education program at the University of Connecticut to residential programs would probably be desirable.

Selection of Staff Commentary relative to the role of the project director has already been made in a previous section of this report. Cooperating teachers participating in this project were selected on the basis of the criteria usually used for the selection of University of Connecticut cooperating teachers. This arrangement seems to have proved to be satisfactory. Since the community liaison play such an important role in the development of the project, it seems advisable to attempt to recruit these two staff members directly from the community organizations, rather than to select them on the basis of recommendation of school departments. Such a procedure would build a closer tie between existing community organizations and the project and assure the project that its liaison personnel truly represent the views of the community.

Research Development

The duties of the project director are such that he is unable to free himself to undertake research activities. It might be profitable, therefore, to engage the services of a staff member who could undertake these research activities. The involvement of University of Connecticut staff members in related research projects, might develop a closer tie between the project and the main campus, thus preventing project participants and staff from feeling disassociated with the University itself.

Summary

Despite the relatively short duration of the project, the project seems well on the road to the accomplishment of the first of its stated immediate outcomes - "the more complete, relevant and effective preparation of teachers to teach in the larger metropolitan community." The experience provided the students in the Groton-New London project assists the students in the development of a sensitivity to community life, to school organization, and to interaction with pupils which would serve them well in whatever community they choose to teach. It seems too soon to look for improvement of the supervisory skills of cooperating teachers as stated in item two under immediate outcomes of the project proposal. More time must be allowed for the development of closer formal and informal ties with the school systems involved and subsequently the development of in-service programs within the school systems.

Since the project has been in operation only little more than a month, it is far too soon to expect to evaluate the program relative to the proposed long range outcomes.

A Forward Look

The enthusiasm and the morale of the student teachers is extremely high in the Groton-New London program. Outside visitors have commented on this as the public school personnel who have been working with the group. Yet, there are some changes which will be made on the basis of experience.

Activities Coming Up

The group will be visiting New York City public schools in the Harlem district on November 6, 1968, where they will see the science program that they have been preparing for in action in the urban setting. They will be talking with local administrators and will be visiting in classrooms at various levels. The group also plan to visit local homes in the New London disadvantaged areas.

The group will spend more time with agencies outside the school; lawenforcement, family service, visiting nurses, and welfare departments.

A Look Further Down the Road

During the first semester thirteen resource persons conducted seminars with the group. Approximately 75% of these seminars were of superior quality as stated by the students. As we become increasingly aware of those resource persons who have insight into urban problems, the seminars will continue to be current and relevant.

Putting a new idea into practice requires a flexible approach if the idea is allowed to develop to its potential. Unanticipated situations arise, new ideas are generated, and in general, a program grows as it operates. The program has been fortunate in that the few unanticipated situations have worked out to making the program better, even within the first month of operation. Ways of working with the inservice teachers have developed. Means of involvement with the community have been identified. Adjustments have been made to make a wiser use of the students' time.

Looking ahead to the continuation of this program, the following changes are anticipated:

1. Earlier and more complete orientation of the cooperating teachers, preferably with funds being provided to compensate the teacher for the extra time involved.

2. Earlier and more complete orientation of the students to the teaching stations in which they will be assuming responsibility.

3. Development of an inservice cadre of supervisors.

Introducing a new program to the public school personnel late in the spring and during the summer did not give the time needed for a thorough involvement of the classroom teachers. The presence of the operational program this year will lay the groundwork for a thorough orientation for the following year.

The program has already proven to be successful; however, it has become readily apparent that a feeling of colleagueship between the University and the schools is mandatory to the effectiveness and efficiency of such a program. The cooperative spirit of working together on a common problem must develop in each aspect of the program or the goals of the program cannot be realized.

It is the consensus of persons involved that a program is emerging which can truly serve as a model for the preparation of preservice and inservice teachers for the metropolitan schools in Connecticut.

A P P E N D I X

DAILY ACTIVITY LOG

Prepared by one of the Students

DAILY ACTIVITY LOG

NEW LONDON - GROTON PROJECT

Monday, Sept. 16, 1968

Orientation with our lecturer, Mrs. Arnita Wells, and our director Dr. Ross who presented their positions on what goals they had for the group and for the Negro in America. We discussed possible programs thru which we would be able to involve ourselves in the community. Operational matters concerning our room and board were also discussed.

In the afternoon, Dr. Ross, Diane Fagin, and Ellie Rumin went to Avery Point and the Groton Board of Education, where Dr. Ross made arrangements for use of Avery Point facilities and school rooms within the Groton Elementary Schools.

In the evening Mr. and Mrs. Swick, Dr. Ross' graduate assistant and resident supervisor introduced some organizational plans for operation of the house.

Tuesday, Sept. 17, 1968

Meeting with Dr. Ross, and Mrs. Wells, and embarked upon a tour of New London and Groton which included seeing the High Schools and Elementary Schools in which we would be working, the Learned House, a community house supported in part from private and United Fund sourses, and Avery Point. Mrs. Wells, students: Dorothy Arzt, Linda Young, Linda Ensminger, Linda Lachowecki, Joan Harris and Phyllis Bronsisky went to the Learned House in the afternoon and introduced themselves to the children and the coordinators there.

Wednesday, Sept. 18, 1968

Met with Dr. Ross and went out to Avery Point where he and Mr. Swick ran a battery of four tests on us. In the afternoon Linda Ensminger, Ellie Rumin, Gloria Kowalsky, Carol Kacin, and Diane Fagin went to the Learned House. Also at the Learned House were Linda Lachowecki, Cathy Dobosz, Linda Young, Joan Harris and Dorothy Arzt.

Wed. evening Deirdre Christman, Linda Ensminger, Joan Harris, Ellie Rumin, Diane Fagin, Roger Elsbury, Dorothy Arzt, Linda Young, Bonnie Bardot, and Mrs.

Wells attended a meeting of the Cove Park Association at Learned House where Mayor Richard Martin spoke.

Thursday, Sept. 19, 1968

Both Elementary and Secondary students had classes with instructors from the University. Thurs. afternoon the Elementary students worked on preparation for the tea, with our cooperating teachers, scheduled for Tuesday afternoon, Oct. 24.

Friday, Sept. 20, 1968

Students went home or away for the weekend.

Monday, Sept. 23, 1968

Elementary students went to Claude Chester school in Groton for Science and Math observation, as well as a general impression of the school. The Groton assigned students met their cooperating teachers.

Linda Ensminger ran into Reverand Norman LcLeod who turned out to be chairman of the committee from the United Church of Christ which is behind the Redevolopment Program in New London. He suggested that we get Mr. Bernie Batycki, City Manager, and Bill Klatsky, head of Redevolopment, to come speak to us. Ellie and Linda then went to their offices to arrange a meeting and talked with Mr. Batycki about city problems.

Monday evening Dr. Floyd Bass from the University of Connecticut came and spoke to elementary and secondary students, Mr. Swick, and Mrs. Wells. The program was mainly a fact-finding prelude to a future meeting with Dr. Bass at which point he will be better equipped to give us specific ideas on how to work successfully in the program in which we are involved.

Tuesday, Sept. 24, 1968

Everyone met with Dr. Ross in the morning, who outlined the activities planned for the remainder of this week and for the following week. The students in the New London High School and Dr. Ross met with Mr. Foye, the principal. Secondary students had classes with Mr. Daigon the rejoined the elementary students at 4:00 at which time a tea was held for our prospective cooperating teachers.

Wednesday, Sept. 25, 1968

At 9:30 a.m. Mr. Medeiros, Superintendent, came from the New London School System.

Elementary students and Dr. Ross went to Saltonstall school and Winthrop School in New London to meet the administration; the students affiliated with the Groton School system went to Groton schools in the afternoon.

In the afternoon, Roger Ellsbury, Bonnie Bosdot, Mariene Rudnisky, Kathy Dobosz, Dorothy Artz, Linda Ensminger, Linda Young, Carol Kacin, Gloria Kowalski Linda Lachowecki, Diane Fagin and Ellie Rumin attended a meeting at the Learned House where they met John Etienn, and Dan Gaynor who will be making tutoring contacts for them. Mrs. Wells was also present.

Thursday, Sept. 26, 1968

Secondary students observed at their respective schools. Elementary students had class in the afternoon and Secondary students partook in morning classes. Linda Lachowecki went to Learned House in the afternoon.

Friday, Sept. 27, 1968

Elementary students observed at Groton Schools and gained some understanding of the S.C.I.S. teaching methods they will be using in their class rooms.

Monday, Sept. 30, 1968

Secondary students had classes in the morning. In the afternoon, all students met with Mr. Batycki, City Manager, Dr. Ross, and Mrs. Wells. After Mr. Batycki's discussion, Linda Besminger, Diane Fagin, Linda Lachowecki, Carol Kacin, Gloria Kowalski, and Marlene Rudnitsky and Meryl Tarlow went to Learned House.

Monday evening Mr. Robert Williams, from the T.V.C.C.A. (Thames Valley Council on Comm. Action), came to Brainard Street and spoke to all students. Mrs. Wells attended this meeting too.

Tuesday, Oct. 1, 1968

Secondary students met with Dr. Daigon in the morning and went to New London High School in the afternoon where they observed classes and met with Mr. Harris, head of the English department. Elementary students went to the Schools with which

they will be affiliated. At 4:00 p.m. all students met with Dr. Ross who spoke to us about discipline techniques.

Wednesday, Oct. 2, 1968

At 9:30 a.m., Mr. Micheal Powers, Director New London Pupil personnel, came and spoke to all students except Linda Bensminger and Roger Ellsbury who had to observe at the Groton High School because of a conflict with teacher schooling.

In the afternoon, Carol Kacin, Gloria Kowalski, Ellie Rumin, Linda Ensminger, Dorothy Arzt, Linda Young and Bonnie Bardot went to Learned House to tutor.

Thursday, Oct. 3, 1968

Secondary students had class with Dr. Daigon in the morning and observed periods 4-6 in the New London High School in the afternoon.

Elementary students also had Education classes today.

Friday, Oct. 4, 1968

Elementary students had class in the morning, while secondary students observed in the High Schools.

Monday, Oct. 7, 1968

At 12:30 Dr. Palmer, Principal from Fitch High School in Groton, spoke to the group.

In the morning, secondary students had audio-visual class with Dr. Schoal.

In the afternoon, Linda Ensminger, Linda Lachowecki, Joan Harris, Diane Fagin Ellie Rumin, Gloria Kowalski, Sharon Caygill, Laura Shear and Roger Ellsbury and Marlene Rudnitsky, Cathy Dobosz, Linda Young and Dorothy Arzt went to the Learned House to tutor.

At 7:30 p.m. Mrs. Webb, a neighborhood worker affiliated with the Learned House, came and spoke to the whole group for elementary and secondary students.

Tuesday, Ovt. 8, 1968

Elementary students taught in Groton and New London, while secondary students observed in New London. Linda Ensminger tutored at the Learned House.

In the evening, Dorothy Arzt, Edie Bates, Linda Ensminger, Bonnie Bardot, Linda Young, Cathy Dobosz, Joan Harris, Phyllis Bronitsky, Diane Fagin, Ellie Rumin, and

Mrs. Wells went to the meeting of the local neighborhood Hempstead Advisory Council Committee of the A.M.E. Zion Church in New London.

Wednesday, Oct. 9, 1968

Linda Ensminger taught 4 classes in Groton, and tutored at the Learned House.

In the evening, we attended a meeting at Brainard Street and heard Mr. Clarence Faulk, Vice-President of the N.A.A.C.P. of New London.

Thursday, Oct. 10, 1968

Elementary and Secondary students were involved in the schools today. Meryl Tarlow taught her first class.

At 3:15 we all got together for a surprise birthday party for Mrs. Wells.

Monday, Oct. 14, 1968

In the morning, secondary students attended an audio-visual class with Dr. Schoal.

Cathy Dobosz, Diane Fagin, Ellie Rumin, Marlene Rudnitsky, Linda Ensminger, Linda Young, Dorothy Artz, Joan Harris, Phyllis Bronsisky went to the Learned House in the afternoon for tutoring.

In the evening, we all heard Mr. Frank Conway, from Cleveland, Ohio, former student of Dr. Ross, speak on his 3 years of experiences in a special work-study program for high school drop-outs.

Tuesday, Oct. 15, 1968

Elementary students visited schools in New Haven all day today. Secondary students observed in the high schools.

In the evening, Mr. MacKinley Winston, President of the Shaw Cove Association, came to Brainard Street and spoke to us.

Wednesday, Oct. 16, 1968

Elementary students went to the schools in the morning. In the afternoon, Linda Young, Dorothy Artz, Sharon Caygill, Laura Shear, Joan Harris, and Miss Carlson told stories at the Learned House.

Secondary students observed in the schools today.

In the evening, we attended a meeting at the Learned House. Those present were: Linda Young, Edie Bates, Ellie Rumin, Phyllis Bronitsky, Joan Harris, Cathy Dobosz, Dorothy Artz, Carol Kacin, Diane Fayin, Sharon Caygill, Laura Sherar, Meryl Tarlow and Marlene Rudnitsky.